

IDENTIFYING THE FACTORS THAT AFFECT THE FL LEARNERS' ORAL
PRODUCTION AT A PUBLIC UNIVERSITY:
A CASE STUDY

Identifying the Factors That Affect the FL Learners' Oral Production at a Public
University: A Case Study

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Abstract:

This case study aimed at identifying the factors that affect FL learners' speaking skills. Participants were four intermediate level FL learners, aged between 18 to 20 years old. Data were gathered through non participant observations and semi-structured interviews; Then analyzed by following the interpretive model suggested by Hatch (2002) and MAXQDA10. Preliminary findings revealed that nervousness, anxiety, risk taking, academic differences, teaching method, and relationships among students affect the learners' oral production.

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Chapter 1

Introduction

Learning a foreign language implies to develop four competences correctly (listening, speaking, reading and writing) these are categorized into receptive and productive skills. According to Common European Framework receptive skill involves two aspects: understanding and reading whereas productive skill involves writing and speaking. In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly.

The productive skill includes speaking and writing, two critical components of the complex process of communication. Taking into account the speaking skill, some important authors have provided relevant definitions in order to clarify it. According to Chastain (1998, pp. 330-358), speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. Hymes (1972) defined oral skill like the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. Bygate (1987) (as cited in Leon and Vega 2010) stated that “speaking is a skill which deserves attention as much as the literacy in both native and foreign languages”.

Most of the English as a Foreign Language (EFL) learners in Colombia have some difficulties in mastering productive skills especially in oral ability due to some factors that

prevent them from developing it correctly (Leon and Vega, 2010; Gutierrez, 2005; Lafont, 2007). Likewise, Gutierrez (2005) pointed out: Learners of foreign languages in Colombian context usually do not like the L2 and most of the time they exhibit a passive attitude in class. According to Nunan (1993) “this may happened because there is no distinction between knowing various grammatical rules and be able to use them effectively and appropriately when communicating. Learners feel that they have to perform perfectly from the first time they try to speak partly because teachers sometimes highlight accuracy rather than fluency, and thus mistakes are not considered part of their learning process”.

When I started studying Foreign Languages at the University of Pamplona, I had many problems when I wanted to express myself orally due to some factors such as feeling of stress, anxiety or nervousness prevented me from speaking correctly. According to Horwitz et al. (1986) many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills but, when it comes to learning to speak another language, they claim to have a ‘mental block’ against it. In the same way, Gutierrez (2005) stated that When EFL learners try to express themselves orally, most of them only pronounce isolated words and disconnected sentences making their production poor and meaningless. “Our learners often need to be able to speak with confidence in order to carry out most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends.” Bygate (1987 cited in Gutierrez 2005).

According to previous observations that I carried out in the second semester classroom, I can state that at the University of Pamplona, some FL learners present difficulties in the speaking skill when they are going to express themselves orally due to some factors seem affect their performances, and it causes that their English levels below.

Purpose of the Study

This case study aims at understanding the factors that affect the EFL learners' speaking skill at the University of Pamplona. At this stage in the research, the factors that affect the EFL learners' oral production will be generally defined as causes that prevent students from developing fluency their speaking skills.

Research Questions

The grand tour question that will guide this research is:

- What factors affect the EFL learners' oral production at a public University in Colombia?

Sub-question:

- How these factors affect the EFL learners' oral production?

Limitations of the Study

Several limitations to this study must be noted. First, I did not devote the enough time to gather data due to schedule problems I had with the participants; it would have been better to collect more data in order to have a deeper understanding of the problem. Second, I only used two instruments of data collection; it would have been useful to use another one in order to gather more data and to corroborate evidence from three instrument of data collection. Finally it would have been better if I had carried out another interview in order to support in a deeper way the findings.

Significance of the Study

This study will be of considerable interest to FL teachers and students because of the potentially negative impact of the factors that affect FL learners' oral production, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning in general. It is also important because once identified the factors that affect the students' oral participation, teachers and students could implement strategies in order to overcome them.

Chapter 2

Literature Review

This literature review is based on three aspects. First, I will provide the main definition of productive and receptive skills. Then, I will present the factors that affect the FL learners' oral production. Finally I will provide a review on previous research focused on identifying and understanding the factors that affect the FL learners' oral production.

Receptive and Productive skills

As processes, reception and production (oral and/or written) are obviously primary, since both are required for interaction. Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents). Productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (CEF).

Since the purpose of this research is to understand the factors that affect the learners' oral production I will quote some important authors that define oral skill and speaking skill in order to clarify them. For instance, Hymes (1972) defined oral skill like the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. Similarly, Chastain (1998, pp. 330-358), stated that speaking is a

productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. According to Bygate (1987 as cited in Vega 2010) “speaking is a skill which deserves attention as much as the literacy in both native and foreign languages”. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Factors

The communicative activity of learners is affected not only by their knowledge, understanding and skills, but also by selfhood factors connected with their individual personalities, characterized by the attitudes, motivations, values, beliefs, cognitive styles and personality types which contribute to their personal identity. Attitudes and personality factors greatly affect not only the language learners' roles in communicative acts but also their ability to learn (CEF).

According to Brown (2004), these are the factors involved in the personal domain:

1. The affective factor which deals with emotions or feelings. The matter here is how students feel, respond, believe and value themselves and others.
2. The Self-esteem factor which in some way deals with how capable students feel for an activity but directly linked to student's self-confidence, knowledge of himself and belief in his own capabilities.

3. The inhibition factor which is the set of defenses the students have created to protect their egos.
4. The risk-taking factor which is the willingness the students have to guess and to take the risk of being wrong.
5. The anxiety factor which is directly linked to the three previous factors and as cited from Scovel: "It is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry".
6. The empathy factor which refers to comprehending the affective experience of others by considering one's own.
7. The extroversion and introversion factor which deals with the extent a person needs to receive ego enhancement, self-esteem or sense of wholeness from other people, or on the contrary, has a sense wholeness and fulfillment apart from others.
8. The motivation factor which has to do with the fulfillment of needs through rewards. These needs can be internally rewarded with feelings of competence or self-determination (Intrinsic motivation) or may pursue a goal to receive a reward from someone else (extrinsic motivation). (p.161)

The following three studies identified some factors that affect the learners' oral production. However, these did not focus on understanding them; these aimed at making

use of activities in order to overcome them. Leon and Vega (2010) conducted an action research when they realized that their learners had some difficulties with their speaking production because they looked apathetic and inhibited in activities which involved oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. The results showed that when students participated in oral task, particularly during games, they felt better, free and confident. The researcher also could see that there was collaboration, solidarity and interaction among them and that they were relaxed and happy at the time they had to perform in small groups. Similarly, Gutierrez (2005) noticed that some learners had many problems, especially in oral communication. When those students tried to express themselves orally, they only pronounced isolated words and disconnected sentences making their production poor and meaningless. The findings established that by developing interactive and communicative tasks student could develop speaking skills which let them interact in different situations using the foreign language in a fruitful form. They asked and gave information, expressed their ideas and supported them orally, without the pressure of time or grades. Likewise, Rahimpour (2007) focused his study on investigating the effect of task types on L2 learner's performance and studying of other sources and factors that were beyond the scope of the study. He pointed out that "there are many factors which affect the L2 learner's performance at the levels of phonology, morphology and syntax. Consequently when L2 learners attempt to communicate in the target language, their language production will show systematic variability across the interference of mother language above mentioned linguistic domains. This variation can be attributed to some factors such as interlocutors, topic familiarity, prior knowledge, task

condition, planning time and tasks types". The findings revealed that different task types lead to different performances by the learners. Consequently learner's interlanguage is systematically variable and this variability is attributed to the task types performed by the learners.

On the other hand, the following researches did not implement activities in order to overcome the factors that affect or interfere in the learners' oral production instead, these aimed at understanding them. Furthermore, the results revealed that the factors that affect the learners' oral production are the anxiety and the nervousness. Peng and Dong (2010) concentrated their study on finding out how the anxiety affects the learners speaking skill. The results confirmed that the higher anxiety to spoken English a student has the lower spoken English ability he/she will have. And among different reasons that cause the high anxiety the more influential factors include: the attention to intonation and pronunciation; the motivation, and the interference of mother language. Similarly, Tanveer (2007) focused her research on understanding what are the factors or sources that make speaking English more stressful in some situations than in others. The findings clearly indicate the existence of high levels of language anxiety in most of the learners who are learning English, even through the use of modern communicative language teaching techniques from highly experienced language teachers. Furthermore, the language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity. In the same way, Lafont (2007) conducted a research with the purpose of identifying the most relevant

factors that affect the oral participation of 6th grade students. The results revealed the existence of great variety of factors which affect students' participations in the classroom, such as: self-esteem, risk taking, competitiveness, anxiety, academic differences, relationship among students, empathy, teaching method, beliefs and lack of attention or distraction in the classroom. Moreover, the group of students under study reflected negative attitudes toward oral participation in the classroom, which was perceived through different ways, such as their anxiety symptoms and lack of motivation.

Finally, it is necessary to state that these previous studies helped me to identify some factors that affect the learners' oral production such as: anxiety, self-esteem, risk taking, competitiveness, anxiety, academic differences, relationship among students, empathy, teaching method, beliefs, lack of attention or distraction in the classroom and nervousness. Taking into account that minimal research has been centered on understanding the factors that affect the learners' oral production; conducting this research I will contribute to fill this gap. Moreover, this study will help teachers and students to use strategies in order to overcome these factors that cause difficulties in the FL learners' oral production.

Chapter 3

Methodology

This research adopted a qualitative case study. Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes (Creswell 2002, p, 58).

This study aimed at identifying the factors that affect the learners 'oral production at the University of Pamplona and this issue was particularly studied through a case study design because a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998, p. 19). According to Creswell (2002) case study is "an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection" (p. 485). Similarly, Sanders (1981) pointed out "Case studies help us to understand processes of events, projects and programs and to discover context characteristics that will shed light on an issue or object" (p. 44).

Participants

Participants were four intermediate level FL learners from the University of Pamplona. Their ages ranged from 16 to 19 years old besides, these participants were selected by adopting purposeful sampling since I selected learners that presented

difficulties in mastering speaking skill. According to Patton (2001) purposeful sampling is a non-random method of sampling where the researcher selects "information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research.

Data Collection Procedures

Since the purpose of case study research was to provide an in-depth exploration of the person, program, or process under study, it requires intensive data collection (Merriam, 1998; Yin, 2003) using "multiple forms of data" (Creswell, 2002, p. 486). Consequently this study used two kinds of data collection instruments such as interviews and observations.

Interviews

I carried out three semi-structured interviews. I used open-ended questions that I modified and rephrased depending on the participants' attitudes and mood. The relaxed pace of these interviews allowed the interviewees to explore and recount events that helped me collect the appropriate data (Cote, 2007). Likewise I recorded each interview in order to do the data analysis.

Classroom Observations

I used classroom observations because through them I was able to abstract real data from real situations. “By using observations you can analyze and study the environments that data come from. In others words, through observations I could describe perfectly not only the features of the participants, but also the context to which the participant belong” (Cohen & Manion 1994, cited in Perez 2010). I observed the 4 participants on four occasions as a non-participant observer, in other words, I did not participate in the classes. “The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place to watch and record the phenomenon under study” Creswell (2005). I conducted 2 general interviews to select the participants who participated in this study. In the same way, I carried out 2 specific observations focus on the four participants.

Data Analysis

In order to analyze the data, I followed the interpretive analysis model suggested by Hatch “Interpretation, by definition, involves going beyond the descriptive data” (Patton, 2002, p. 480); it “is about giving meaning to data” (Hatch, 2002, p. 180). I also Used MAXqda, computer software, to conduct the interpretive analysis. According to Creswell (2005), the use of computer analysis programs facilitates “the process of storing, analyzing, and sorting the data” (p. 234).

I transcribed the data verbatim from the interviews into Word files. I then exported the data to a MAXQDA 10 file to perform the open coding and analysis of the text data. This software was so useful because it allowed me to contrast the two instruments of data collection. It also helped me carry out the color coding process, and create memos.

This interpretive analysis includes eight steps:

1. Reading the data to gain a sense of the whole. "The logic of the interpretive model parallels that of the inductive model in that pieces are put together in meaningful relation in order to construct explanations that help readers make sense of what's being examined" (Hatch, 2002, p. 181). I read the data several times to familiarize with them, to gain a sense of the whole.
2. Reviewing impressions previously recorded in research and in protocols. During the interviews, I took notes focused on the research questions. "The whole idea of making a record of impressions during the process of gathering and processing data is to capture potentially fruitful explanations that can be systematically examined later" (Hatch, 2002, p. 182)
3. Read the data; identify impressions, and record impressions in memos. In this step I created memos with my initial ideas. I read the data several times. This careful reading helped me make connections among the memos, the participants' voices, and my observations.

4. Study memos for salient interpretations. I reduced the amount of information by focusing on the recurring memos. I continued to make connections between the memos.
5. Re-reading data, coding places where interpretations will be supported or challenged. The use of the software MAXQDA10 was essential in this step because this software allowed me to create a code system that helped me identify color codes. I colored each factor I found in a different color, for instance I colored in brown the anxiety factor, in blue the risk-taking factor, in yellow the teacher correction factor, in gray the nervousness factor, in red the competitiveness and relationship among students' factor and in green the beliefs factor.
6. Writing a draft summary. I wrote a draft summary bearing in mind the memos I had written and the participants' voices.
7. Review interpretations with participants. The main goal of this step will be to agree with the participants on the way I will describe and analyze their classroom experiences.
8. Write a revised summary and identify excerpts that support interpretations. In this final step, I refined and I clarified interpretations and I supported them with excerpts from the data.

Ethical Considerations

I gained approval from the Foreign Language Department of the University of Pamplona to conduct this research. It is also relevant to state that before conducting the observations a letter asking for permission was presented to the teachers in charge of each course (see appendix). Additionally, a consent form was presented to each participant; in this form participants consented their participation. This consent form explained specifics aspects of this research such as avoiding using their real names to protect their privacy (see appendix).

Chapter 4

Findings

This section presents findings on personal factors and external factors that affected the students' speaking skills preventing them from using the foreign language effectively. After doing a contrast between the observations and the interviews, it seems that some of the participants were affected by personal factors such as anxiety, nervousness, risk taking. In the same way, some external factors were also evidenced such as competitiveness and relation among students, teacher correction and beliefs.

Anxiety and nervousness were likely causing difficulties on the participants' performances when they tried to express themselves orally in a foreign language. During the interview, the participants were asked about what happened when they had not prepared in an oral presentation, Daniela answered: *“emm.. ehh.. no se.. ehh. Inseguridad, también nervios y pues miedo, ósea no sé que me den una mala nota o algo”*. Likewise, Patricia replied: *“Pues mucha inseguridad, que me voy a equivocar muchas veces y que el profesor me va a calificar como el estudiante malo porque me equivoco mucho”*. Here, it seems that anxiety was greatly evidenced in two participants (Daniela and Patricia) made them nervous, causing difficulties when they carried out oral presentations.

Likewise, during the observations I perceived a high level of anxiety in Daniela and Patricia when they participated in oral presentations, since they did pauses, they started doing movements with their hands and they saw neither their classmates nor the teacher.

Another factor that probably disturbed the speaking skills on the participants is “risk-taking”. This factor was evidenced in the observations since Daniela, Patricia and Andres did not participate voluntarily when the teacher asked questions the whole class, instead they remained silent, except Fernanda who participated willingly in the activities. This factor was also perceived in the interviews since when the students were asked about if they felt fear to be wrong when talking in English, Daniela answered: *“Ehh.. si, a veces porque se me olvidan las ideas .. emm.. me confundo y pues”*. Patricia replied similarly: *“ehh si claro que si, mas que todo cuando hablo en público porque ehh.. me confundo y tiendo siempre a equivocarme”*. This factor affected the participants’ oral production because the participants did not take the risk to participate in the oral activities probably because they felt fear to make mistakes.

In addition, competitiveness and relationship among students are other factors that affected the students’ oral participation. I detected this factor in the interviews and in the observations, for example, during the interviews the participants were asked about if the presence of their classmates caused any difficulty at the moment of carrying out an oral presentation, Patricia answered *“Pues muchas veces si porque cuando uno se equivoca nuestros compañeros tienden a burlarse de uno, eso causa mucha incomodidad”*. Daniela replied alike: *“hay veces que ellos ósea uno pronuncia mal o uno dice una cosa que está mal y a varios de ellos les puede causar risa o algo y uno se siente incomodo”*

Furthermore, I realized these factors in the observations since when Daniela had to participate orally her classmates laughed at her when she made mistakes and it caused that

she got more nervous. It also happened to Patricia since when one of her classmates corrected her when she made a mistake, she immediately looked unsure, and nervous and she did not know how to answer the question. It seems that their classmates laughed at them because their English level was higher than the participants' level and it caused a negative attitude toward the use of the foreign language in the participants affecting their performances.

On the other hand, another factor that affected the learners oral production was the teacher correction this factor influenced negatively the participants' performances when talking in English in the classroom. During the interviews when the participants were asked about what happened when the teacher corrected pronunciation mistakes while they were carrying out oral presentations, Fernanda said: *"pues eso me pone como más nerviosa pienso yo, pues a mí me pasa pues no sé, por ese lado si me da como miedo me siento como un poco intimidada"* Daniela answered similarly to the same question: *"se me olvida lo que voy a hablar se me olvida por pronunciar bien"*. In the same way, when the participants were asked about if it caused them any problem when the teacher took notes while they were doing an oral presentation: Daniela answered: *"ehh si, ehh si a veces, porque me dan nervios ósea de que ellos tanto escriben uno huy tantos errores "*. Patricia replied alike: *"Si, porque ósea, sientes intriga si te esta calificando bien, o mal"*.

Likewise, I observed that teacher correction at the moment of doing an oral presentation greatly affected the participants' oral production since when the teacher and the native speaker corrected the participants' mistakes whereas they were carrying out an

oral presentation, it caused them difficulties because they tried to pronounce like the teacher and the native speaker did it and they forgot about what they were talking about.

It was also perceived through interviews that "students' beliefs" is another factor that affected the learners' oral production because some students knew that they had problems with grammar structures and pronunciation. In the interviews when the participants were asked about if they had problems of lack of vocabulary and grammar structures, Andres answered: "*Si por falta de vocabulario si, algunas palabras no tengo mucho vocabulario y en gramática también me equivoco algunas veces.*" Patricia replied alike: "*Si.. si la mayoría de veces si, si todo el tiempo mejor dicho*".

On the other hand, after having identified the factors that affected the participants' oral production, I was able to answer the sub-question on how these factors affected their FL oral production. It seems that these factors affected the participants' performances when talking in English negatively. These factors did not help the participants to improve their speaking skills, on the contrary, they prevented the participants from speaking correctly, causing difficulties on them when they tried to express themselves orally.

For instance, during three observations I realized that the anxiety is the factor that caused most difficulties in the participants specially Daniela and Patricia's performances. In the second interview I observed that Daniela was anxious and nervous when the teacher asked her questions during a classroom debate on infidelity. At this point, when the teacher asked Daniela the following question "Est ce que tu a été infidèle quelque temps ?" she did not answer it, she remained silent for a moment, finally she answered the questions but

hesitating a lot. On the other hand, this factor did not affect Fernanda and Andres' performances when they were requested to participate voluntarily in the class activities, since they participated actively in them.

As far as competitiveness and relation among students factor, in the interviews, the participants stated that their classmates laughed at them when they made mistakes while they had to carry out oral presentations. It was evidenced that in the classroom there was a kind of competition among the students, for example the students who had a higher English level laughed at those students who had a lower English level. It also evidenced that in the classroom the relationship between the participants and their classmates was not good.

Concerning the teaching method factor, it was demonstrated through observations and interviews that the teacher correction while participants were carrying out oral presentations affected negatively the participants' performances, since it increased their level of anxiety and nervousness.

Regarding the students' beliefs factor, it was evidenced that this factor affected the participants' speaking skills because they believed that they had problems of grammars structures, lack of vocabulary and pronunciation, affecting negatively their performances when talking in English.

Finally, It was proved through observations that the "risk – taking" factor caused difficulties on the participants when they had to participate voluntarily in the class activities because they felt fear to make mistakes to be wrong.

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Appendices:

Appendix: 1

CONSENT FORM

Title of Project: Identifying the Factors that Affect the FL Learners' Oral
Production at a Public University: a Case Study

Name of Researcher: Juan Carlos Laguado Bastos

1. I confirm that I have read and understand the Plain Language Statement for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I do not have any reservation if my interview is audio-taped and transcribed for data analysis.
4. I understand that copies of transcripts will be returned to me for verification and my real name will be kept in secret and I will be identified by a pseudonym in any publications arising from the research.
5. I agree / do not agree (delete as applicable) to take part in the above study.

Name of Participant

Date

Signature

Researcher

Date

Signature

Appendix: 2

Understanding the Factors that Affect The EFL Learners' Oral Production at a Public University in Colombia

Time Line

RESEARCH PURPOSE: This case study aims at understanding the factors that affect the EFL learners' speaking skill at the University of Pamplona

DATA COLLECTION INSTRUMENTS: Observations and interviews.

PARTICIPANTS: The participants were 4 third semester Foreign Languages (FL) learners from the University of Pamplona.

RESEARCHER: Juan Carlos Laguado Bastos. Code:1094241808

ACTIVITIES:

| DATA COLLECTION INSTRUMENTS | DATE | TIME | PLACE | DURATION | OBJECTIVE |
|-----------------------------|------------------------|--------|-------------|----------|--|
| General Observation | 8 th March | 4-6 pm | ISER IB-117 | 1 hour | To identify the participants who will participate in the research. |
| General Observation | 11 th March | 4-6 pm | ISER IB-117 | 1 hour | To identify the participants who will participate in the research. |
| General Observation | 14 th March | 5-6 pm | RL-202 | 1 hour | To identify the participants who will participate in the research. |

| | | | | | |
|----------------------|-----------------------|-------|--------|------------|---|
| Specific Observation | 28th April | 5-6pm | RL-202 | 1 hour | To identify the factors that affect the FL learners |
| Specific Observation | 4 th April | 5-6pm | RL-202 | 1 hour | To identify the factors that affect the FL learners |
| Specific Observation | 28th April | 5-6pm | RL-202 | 1 hour | To identify the factors that affect the FL learners. |
| Interview (1) | 5 th April | | ISER | 15 minutes | To ask questions to the participants in order to understand the central phenomenon. |
| Interview (2) | 19 th May | | ISER | 15 minutes | To ask questions to the participants in order to understand the central phenomenon. |
| Interview (3) | 8 th June | | ISER | 15 minutes | To ask questions to the participants in order to understand the central phenomenon. |

Appendix: 3

MATRIX

| | |
|-----------------------|----------|
| Participants | 4 |
| Classroom Observation | 4 |
| Interviews | 3sets=12 |

| interviews | # questions |
|---------------------------|-------------|
| 1 st interview | 6 |
| 2 nd interview | 6 |
| 3 rd interview | 5 |

| Observations | Hours |
|-----------------------------|-------|
| 1 st Observation | 1hrs |
| 2 nd Observation | 1hrs |
| 3 rd Observation | 1hrs |

| Instruments | Daniela | Patricia | Andres | Fernanda |
|------------------------|---------|----------|--------|----------|
| General observation | 2 | 2 | 2 | 2 |
| Individual observation | 2 | 2 | 2 | 2 |
| pilot interview | 1 | 1 | 1 | 1 |
| Individual interview | 3 | 3 | 3 | 2 |

| Instruments | Field notes | Description | Transcription | Reflection | Memos |
|------------------------|-------------|-------------|---------------|------------|-------|
| General Observation | ✓ | ✓ | X | ✓ | X |
| Individual Observation | X | ✓ | X | ✓ | X |
| Pilot interview | X | ✓ | X | ✓ | X |
| Individual interviews | X | ✓ | X | ✓ | X |

Appendix: 4

First Report: General Observations

This report is based on some observations done in the second semester classroom at the University of Pamplona. The classroom, was composed of the teacher and 14 learners, all of them worked with elementary levels. The participants' ages range from 16 to 21 years old and the setting was at the RL 202. In addition, the researcher took the role of non-participant observer; he did not participate in the classes. Moreover, before conducting these observations a letter asking for permission was presented to the teacher in order to accomplish ethical considerations.

There were two purposes at the moment of conducting these observations: First, to determine if the students presented some difficulties at the moment of speaking using the foreign language, and secondly, to select 4 of them who presented them and were willing to participate in this project.

Descriptions:

The teacher arrived at 5:00 pm and said hello, immediately she talked about some activities such as reading a tale and doing some comments about it, and about what would be done during the class using the L2. Afterwards, the native speaker arrived at 5:10 pm, and said "Hello everybody" "how are you" students answered him "fine Paul", right away, he told them that they would continue with the activity of the last class, (talk about their bedrooms) and this time would participate the students who did not participate in the last class; straight away the teacher asked for Paula.

Paula began doing the oral activity and she talked with a low voice, the teacher told her “louder please”, after that she did pauses during it. When she made mistakes the native speaker corrected her immediately and this caused difficulties on her because Paula did not know what to say. Teacher said “Sonia please”.

Sonia started talking and she did it with a low voice, and she had problems when the teacher and the native speaker asked her questions because she did not know how to answer them. Besides, she spent time without saying anything.

The next one was Rubiela, she looked good at the moment of doing the activity although she did not know how to say some things that she had in her bedroom.

Teacher said “Raul please”

Raul started talking and he also did not know how to say some stuffs that he had in his bedroom, and this seemed to cause him nervousness, I could infer that because the gestures that he did.

The next one was Mirella, she looked good although she did not know what the native speaker was asking her.

The last one was Yerson, he started doing the lecture although he had forgotten the poster of his bedroom; he had some problems in pronunciation but he looked comfortable at the moment of doing it.

When the activity finished, the teacher did a feedback about the pronunciation of some words in which the students had difficulties. Afterwards, the teacher talked about the activity that the student would do right way with the native speaker. This was about the pronunciation of the pass of the irregular verbs.

Personal reflections:

It seems that some students did pauses at the moment of doing the oral activity due to lack of vocabulary, grammar and because they forgot what they were going to say. Another factor that seemed to affect their performance is nervousness, I could realize of that because of their performances and the gestures that they did during they talked in English. Moreover, I could observe that when the native speaker corrected the students at the moment of speaking, it seemed to affect their performances.

Appendix: 5

Second Data Collection Report:

This report is based on some observations and some interviews conducted in the second semester classroom. First of all, I will present in a descriptive way the information that I gathered through these instruments. Finally I will give a general conclusion of the issue.

This term, I conducted two observations and two interviews at the second semester classroom with the four participants chosen to participate in the research. The first observation was in April 8th 2011 in French class, and the second one was in May 16th in English class. Regarding the first observation, it took place at ISER and the class was composed by 16 students and the teacher. The class started at 4:00 o'clock and the topic was a debate about l'infidélité; besides, there was a student who took the role of moderator. She asked questions to their classmates and they had to answer them orally. The first questions that the moderator asked was "Qui sont plus infidèles les hommes ou les femmes ?" Immediately, Fernanda raised one's hand and answered the question. She did not have troubles in doing it, on the contrary, she looked comfortable talking in French and she followed participating until the debate finished. When the moderator asked a question to Andres, he remained silent thinking about the answer. He finally answered the question and he hesitated a little while he did it. After that, the moderator asked another question, some students answered it but others remained silent among them Daniela, so the teacher said "Daniela qu'est ce que vous pensez? ... est ce que vous pouvez repondre la question?" , right away, she started hesitated and the teacher asked her the question again, Daniela

answered it, and the teacher corrected her while she did it. It seemed to cause problems to Daniela, since she started making pauses and hesitating at the moment of doing it. This observation finished at 5: pm, and the debate lasted 50 minutes.

On the other hand, in the second observation the class was composed by 14 students, the native speaker and the teacher, the topic of the class was "Present perfect and irregular verbs". The class started at 5 pm, and it was conducted by the native speaker, he started the class writing some irregular verbs on the board and he told students that one student went to choose another student and told him an irregular verb; this other student had to tell a sentence using the present perfect. When Daniela started participating, she made a pause because she did not know what to say or how to say the sentence. The native speaker encouraged her to speak and finally she said a sentence hesitating a little. But this sentence was not good and she had to sit down. Then, Patricia had to participate and she did not know how to do the sentence and the native encouraged her to participate too. She said the sentence but it was not good and she had to sit down. When Andres had to participate he did it in a good way, since he did not problems in forming the sentences although he hesitated a little bit. The activity finished at 4: 30 and the native speaker explained grammar structures until the hour finished.

Regarding the interviews, I conducted the first one on April 12th 2011 at 3:00 at Casa Agueda, this was the pilot interview, and its aim was to know if the questions were well formulated and if the participants understood them. Before conducting this interview I asked participants "What pseudonymous they would like to use during the interviews? "

They told me their pseudonyms and these were: Patricia, Andres, Daniela and Fernanda. At the moment of applying the interview, the participants understood the questions. However, they had some difficulties because they did not know how to tell some things in English. The questions were:

Pilot Interview:

1. How long have you been learning English?
2. How do you feel about your experience of learning English?
3. Please tell me what disturbs you the most about learning English (French) and why?
4. Do you think speaking English as a Foreign Language is very difficult? Why?
5. How do you feel when you have to present a specific oral presentation?
6. What happen when you have not prepared an oral presentation?

As the participants had not known how to tell some things in English, I rewrote the questions in Spanish to carry out the interviews in this language in order to the participants told me everything that they wanted comfortably and in that way, to gather more information. The questions were:

Interview 1:

1. Cuanto tiempo haz estado estudiando inglés?
2. Cómo te sientes con esta experiencia?
3. Por favor dime que es lo que más te molesta de aprender inglés?
4. Piensas que hablar inglés es muy difícil?

5. Cómo te sientes cuando tienes que hacer una presentación oral?
6. Que pasa cuando no haz preparado una presentación oral?

In the first question, the answers of Daniela, Fernanda and Andres were similar; they have been learning English since they started studying foreign languages. However Patricia answered differently, she said that she has been learning English nearly 3 years ago since she was in the high school.

In the second question, all the participants answered similarly they said that they like learning English because the experience is good.

In the second question, Patricia answered that what disturbs her the most about learning English is when sometimes she does not know the meaning of some words or expressions and when she does not have a tutor to correct her. Daniela answered that when she does not understand a topic or she gets confused about it. Fernanda answered that the grammar is what disturbs her the most. Andres answered that the time of the verbs and the prepositions.

In the third question, Patricia answered that to speak English is not difficult, that it depends on the effort of each person to learn a language. Daniela answered that to speak English is sometimes difficult because she does not understand or she does not know how the pronunciation of some words is. Fernanda answered that to learn a language has its difficulties and its advantages and it depends on the effort that each person puts in learning a foreign language. Andres answered that to speak English is a little difficult and that it depends on the learning stile that each student use.

In the fourth question, Patricia Daniela and Fernanda answered similarly, they feel nervous when they have to do an oral presentation. Andres answered differently; he said that he feels unsure because sometimes he has not prepared what he is going to say.

In the last question, Patricia answered that there is a lot of insecurity because she is going to make mistakes a lot of times and the teacher is going to grade her as the bad student because she does it. Daniela answered that she feels nervous and fear of having a bad grade. Fernanda and Andres answered that they improvise when it happens.

Interview 2:

These were the questions that I asked in the second interview:

1. Sientes que la presencia de tus compañeros te causa problemas cuando tú tienes que hacer una presentación oral? Por qué?
2. Te preocupa mucho recibir una mala nota en una presentación oral?
3. Que pasa cuando el profesor no da feedback de tu presentación oral? Cómo te sientes?
4. Cuando el docente toma notas mientras tú tienes que hacer una presentación oral, esto te causa problemas?
5. El profesor te anima a hablar en inglés cuando lo tienes que hacer?
6. Que pasa cuando el docente te corrige mientras estás haciendo una presentación oral?

In the first question Patricia and Daniela answered similarly, they said that when a student makes a mistake his/her classmates laugh at him/her and that causes a lot of discomfort. Fernanda answered that when a student is sure about the topic, there would not have problem whether the classmates are in the classroom or not, it depends on the security that each student has. Andres answered that it does not cause him any problem because he has to try to speak in front of an audience.

In the second question, Patricia answered yes because it causes that her average decrease and because you feel that your effort studying a presentation was not worthwhile. Daniela and Andres answered that it worries them because it can decrease their averages. Fernanda answered that if she has difficulties about an aspect she has to worry to improve it and it depends on the kind of mistake.

In the third question, Patricia answered that sometimes she feels sure but at the same time she thinks I am not perfect, why did not the teacher correct me? So every time that she makes a mistake, she is going to follow making it, because the teacher did not have any correction. Daniela answered that she feels worried because she does not know what grade she got and the mistakes that she made. Fernanda answered that she remains thinking about it because the teacher has to accomplish all the expectations. Besides, the teacher have to be a guide for the student and tell her/him in what aspects he / her is bad or well and it is important in order to improve the language skills. Andres answered that he feels that he is not well-informed about the mistakes that he made, about what he has learned and the grade that he got.

In the fourth question, Patricia answered that, yes because she feels intrigue about if the teacher is grading her in a bad or good way. Daniela answered that yes, because sometimes she gets nervous when the teacher writes a lot since she thinks that she is making a lot of mistakes. Fernanda answered in a positive way to the question because that alters her process. Andres answered in a negative way to the question he said no.

In the fifth question, Patricia answered in a positive way to the question since she has a good teacher who helps her a lot in that aspect. Daniela answered that sometimes. Fernanda answered that it does not matter if the teacher encourage to talk in English or not, that depends on the motivation that has each student. Andres answered positively to the question, he said that the teacher gives him some clues and tells him that it does not matter if he makes mistakes.

In the sixth question, Patricia answered that she louses concentration when the teacher does it. Daniela said that it is good that the teacher corrects her but when it happens she forgets what she is going to say; besides, sometimes she has an idea but after she does not remember it due to the nervous to say things correctly. Fernanda answered that it gets on her nervous, also she feels intimidated when the teacher does that. Andres answered that sometimes he feels bad but it is good because it helps him to learn more.

It is necessary to state that the observations and the interviews helped me to identify some of the factors that affect the learners' oral production. However, it is important to continue conducting other interviews and observations in order to gather more information, and in that way, to obtain good results of them.

Appendix: 6

INTERVIEW 1

Daniela:

Resercher: Buenas tardes Daniela, como esta?

Daniela: Bien

Bueno Daniela muchas gracias por aceptar esta invitación a participar en mi investigación ..ehhhh.. que tiene como objetivo entender los factores que afectanla producción oral en los estudiantes de lenguas extranjeras y bueno.. ahora pues voy a hacerle unas preguntas y bueno empecemos.

1. Eh hh Cuanto tiempo has estado estudiando ingles Daniela?

Daniela: eh h llevo 2 semestres

Resercher: dos semestres estudiando

Daniela: sii

Resercher. Y como te sientes con esta experiencia?

Daniela: eh hh pues pienso que es una experiencia muy baca.. muy buena

Resercher: ajaa

Daniela: porque he aprendido mucho , eh h y sobre todo porque me gusta esta carrera

Resercher: bueno, y por favor dime que es lo que mas te molesta de aprender Ingles?

Daniela: eh hh aprender Ingles eh h.. lo que mas me molesta es eh h.. cuando no entiendo bien algún tema, o me confundo pues.. osea noo}

Resercher: es lo que mas le molesta

Daniela: sii

Resercher: eh hh piensas que hablar Ingles es muy difícil?

Daniela: si a veces

Resercher: si, por que?

Daniela: ehh por que .. porque hay veces que no.. no entiendo, o no se cual es la pronunciación y pues .. eso me ...

Resercher: eso te causa problemas

Daniela: sii

Resercher: bueno, y como te sientes cuando tienes que hacer una presentación oral?

Daniela: ehh.. nerviosa, ehh a veces si, a veces siento nervios por que .. no sé.. se me puede olvidar o algo.

Resercher: y que pasa cuando no has preparado la presentación oral?

Daniela: emm.. ehh.. no se.. ehh.. también nervios y pues miedo, osea no se que me den una mala nota o algo

Resercher: a bueno. Bueno, muchas gracias, Daniela por aceptar esta invitación a esta entrevista y pues espero que sigas colaborando con mi proyecto, mi investigación.

Daniela: ah listo

Resercher: muchas gracias.

Fernanda:

Resercher: Bueno, buenas tardes Fernanda como esta?

Fernanda: Bien

Resercher: ehh, bueno muchas gracias por aceptar esta invitación a participar en estas entrevistas, con el objetivo de comprender los problemas que afectan la producción oral en los estudiantes de segundo semestre, ehh..bien ehh.. Fernanda la primera pregunta es: Cuanto tiempo has estado estudiando Francés?

Fernanda: Bueno pues, básicamente pues desde que entre a la Universidad pues, he estado estudiando el francés y todo lo que tiene que ver con los idiomas.

Resercher: Cómo te sientes con esta experiencia Fernanda?

Fernanda. Pues me siento muy bien, porque igual pues, estoy estudiando idiomas y pues es lo que me gusta y pues, todos los días se va aprendiendo algo nuevo y pues de pronto con lo que el profesor le valla a uno dando pues hay que aprovecharlo y .. ir mejorando.

Researcher: por favor dime que es lo que mas te molesta de aprender francés?

Fernanda: ehh lo que mas me molesta ehh.. pienso que es mas que todo ehhh... a veces la gramática, no tanto la pronunciación como algunos de pronto dirían... la gramática pienso que es como lo mas hartico asi...

Researcher: lo mas difícil

Fernanda: sii

Researcher: y bueno piensas que hablar francés es difícil?

Fernanda: pues yo pienso que como cualquier otro idioma, pues no ... pues tiene sus dificultades y sus ventajas, asi pues que, eso depende también de la dedicación que uno le ponga para aprender el idioma y todo, eso depende de la persona y depende del entusiasmo que uno tenga frente a ello

Researcher: y como te sientes cuando tienes que hacer una presentación oral... en francés?

Fernanda: ummm...pues por lo menos, yo me siento mas, me da mas.. (teléfono timbrando)mas nervios presentar algo en francés porque ehhh..por que..porque la verdad pues se me dificulta siempre mas el francés, a la hora, cuando voy a hablar sobre todo, siento que tengo como mas habilidades en ingles que en francés. También yo creo que es como a las bases que en francés uno nunca tuvo y entonces yo creo que es mas que todo por eso, la falta como de bases en el idioma.

Researcher: y que pasa cuando no has preparado la presentación oral?

Fernanda: ehh.. bueno eso.. pues mas que todo lo que a uno primero se le ocurre es pues improvisar, asi las .. haga uno el oso pero.. improvisar ... pues no soy la super

Researcher: pero hace lo posible

Fernanda: si hago lo posible si.

Researcher: bueno muchas gracias Fernanda por participar en esta entrevista , y gracias y espero pues que siga colaborando con mi proyecto, con el fin de ehh.. comprender los factores que afectan la producción oral.. muchas gracias.

Patricia:

Researcher: Bueno buenas tardes Patricia

Patricia: buenas tardes

Researcher: Bueno patricia gracias por aceptar esta invitación a esta entrevista, ahora pues no se voy a hacerle unas preguntas ehheh bueno Cuanto tiempo ha estado estudiando Ingles Patricia?

Patricia: desde mi secundaria pues hace aproximadamente casi tres años

Researcher. Casi tres años, y como te sientes con esta experiencia?

Patricia. Pues me parece muy buena porque igual, me gusta el idioma y pues, por eso estoy aca estudiando idiomas.

Researcher: Por favor dime que es lo que mas te molesta de aprender ingles?

Patricia: ehheh.. no saber a veces, ehheh.. el significado de ciertas palabras, o ciertas expresiones o no tener un buen guiador un buen tutor para que corrija.

Researcher: y piensas que hablar Ingles es muy difícil?

Patricia: pues en su totalidad no. Eso va en el esfuerzo de cada uno, el empeño que tu le coloques para aprender el idioma.

Researcher: y como te sientes cuando tienes que hacer una presentación oral?

Patricia: pues, yo creo que como cualquier otra estudiante, nerviosa

Researcher: nerviosa?

Patricia: si muy nerviosa

Researcher: y bueno que sientes cuando no has preparado la presentación oral?

Patricia: pues mucha inseguridad, que me voy a equivocar muchas veces y que el profesor me va a calificar como el estudiante malo porque me equivoco mucho.

Researcher: Bueno Patricia es el fin de esta entrevista y muchas gracias por participar.

Patricia: ok de nada.

Andrés:

Researcher: Bueno buenas tardes Andrés

Andres: Buenas tardes

Researcher: Bueno muchas gracias por aceptar esta invitación, a participar de mi investigación que tiene como objetivo esto ehh.. comprender los factores que afectan la producción oral ehh y ahora tengo unas preguntas que hacerle ehh la primera es:

Cuanto tiempo has estado estudiando ingles Andrés?

Andres. Hace un año y medio

Researcher: y como te sientes con esta experiencia?

Andres: me he sentido bien porque sé que he aprendido algo.

Researcher: bueno por favor dígame que es lo que más te molesta de aprender ingles?

Andres: ehh el tiempo de los verbos, los tiempos verbales

Researcher: a bueno y piensas que hablar ingles es muy difícil?

Andres: creo que si es difícil un poco pero..

Researcher: por qué? Por qué es difícil?

Andres: depende también de .. del estilo de aprendizaje que uno .. que uno encuentre

Researcher: ahhh.. y como te sientes cuando tienes que hacer una presentación oral?

Andres: creo que me siento inseguro algunas veces

Researcher: sii por que se siente inseguro?

Andres: porque muchas veces no lo he preparado

Researcher: y que pasa cuando no has preparado la presentación oral?

Andres: tengo que improvisar, utilizando mi propio vocabulario.

Researcher: ahh bueno, y que pasa cuando tiene que improvisar le sale bien o tiene problemas?

Andres: tengo problemas

Researcher: si? Mas que todo en que? Osea que es lo causa esos problemas?

Andres. La pronunciación

Researcher: ummm.. bueno muchas gracias Andres por aceptar esta invitación a participar en esta entrevista y noo.. muchas gracias, espero que me siga colaborando en esta investigación.

Appendix: 7

Interview 2

Daniela:

Researcher: bueno buenas tardes Daniela como esta?

Daniela: buenas tardes, bien

Researcher: bueno muchas gracias por seguir participando en estas entrevistas, bueno ahora le voy a hacer la primera pregunta.

Sientes que la presencia de tus compañeros te causa problemas cuando tienes que hacer una presentación oral?

Daniela: eh... sii.. en parte si porque hay veces que ellos ósea uno pronuncia mal o uno dice una cosa que está mal y a varios de ellos les puede causar risa o algo y uno se siente incomodo con eso.

Researcher: Bueno y te preocupa mucho recibir una mala nota de tu presentación oral?

Daniela: si me preocupa porque esto me puede bajar puntaje.

Researcher: Y que pasa cuando el profesor no te da un feedback de tu presentación oral? Como te sientes?

Daniela: eh me siento eh... eh..preocupada porque no se que nota me saque o algo, o los errores

Researcher: A bueno y cuando el docente toma notas mientras tu tienes que hacer una presentación oral eso te causa problemas?

Daniela: eh si, eh si a veces, porque me dan nervios ósea de que ellos tanto escriben uno huy tantos errores pues uno no ya.

Researcher: Y el profesor te anima a hablar en ingles cuando lo tienes que hacer?

Daniela: emm... a veces si

Researcher: y bueno, que pasa cuando te corrige pronunciación mientras estas haciendo una presentación oral?

Daniela: pues, es bueno que le corrijan a uno, pero se me olvida lo que voy a hablar se me olvida por pronunciar bien .

Researcher: cuando el profesor te corrige en el momento se te olvida lo que vas a decir?

Daniela: si, osea ya después no me acuerdo del afán de decir bien las cosas

Researcher: a bueno muchas gracias Daniela por seguir participando en estas entrevistas y bueno espero que lo sigas haciendo para una próxima entrevista.

Daniela. Si bueno

Fernanda:

Researcher: bueno buenas tardes Fernanda como esta?

Fernanda: buenas tardes,

Researcher: bueno muchas gracias por aceptar esta segunda entrevista y ahora le voy a hacer unas preguntas y bueno la primera es:

Piensas que la presencia de tus compañeros te causa problemas cuando tienes que hacer una presentación oral?

Fernanda: emm... la verdad pues .. emmm pues depende .. ehh.. si uno esta seguro del tema pues pienso que no debería haber problema por si hay , si los compañeros están o no en el salón, yo pienso que es como la seguridad que uno tenga en si mismo y la seguridad que sobre el tema que uno va a hablar.

Researcher: y bueno te preocupa mucho recibir una mala nota en una presentación oral?

Fernanda: pues yo creo que tanto en la parte oral como en la parte gramatical y todo pues yo pienso que pues .. pues.. creo que si también por un lado porque si uno .. si uno tiene falencias en un aspecto tiene uno que preocuparse por mejorarlo , así sea muy pequeño el error pues.. depende de que tan grande el error sea también.

Researcher: bueno y que pasa cuando el profesor no te da un feedback de tu presentación oral? Como te sientes con eso

Fernanda: emm.. Pues se siente uno como que, se queda uno como pensando igual porque se supone que el profesor tiene que llenar todas las expectativas que tiene el alumno y pues, el profesor tiene que ser un guía para uno y decirle que está mal y que está bien, entonces eso es parte para el mejoramiento de uno y para uno desarrollar las habilidades en el idioma.

Researcher: bueno y cuando el docente toma notas mientras tu tienes que hacer una presentación oral, eso te causa problemas?

Fernanda: emm...

Researcher: cuando esta escribiendo en docente mientras usted esta exponiendo..

Fernanda: sobre algún otro tema o diferente?

Researcher: noo sobre el mismo tema por ejemplo cuando usted esta exponiendo y el profesor esta por alla tomando notas

Fernanda: Pues por un lado, porque igual es no se el profesor como que debe estar como pendiente de lo que uno está haciendo para ir ehh.. observando con detenimiento que errores hay, ehh la expresión corporal de uno, entonces, la forma como uno vocaliza, yo pienso que eso es como lo que altera el proceso también.

Researcher: y bueno el profesor te anima a hablar en francés cuando lo tienes que hacer?

Fernanda: pues yo creo que eso depende es de uno mismo, porque si uno está motivado y si uno quiere aprender pues a practicar el idioma pues yo creo que en las clases va a hablar en ingles sin que el profesor lo motive a uno entonces pienso que eso si depende del estudiante

Researcher: y Fernanda que pasa cuando el profesor te corrige pronunciación mientras estas haciendo la presentación oral?

Fernanda: pues eso me pone como más nerviosa pienso yo, pues a mi me pasa pues no se, por ese lado si me da como me siento como un poco intimidada, pues aunque también depende del profesor que la clase de profesor que sea , porque hay profesores que son muy estrictos en cuanto a su enseñanza y en cuanto a las calificaciones entonces, eso depende también del maestro

Researcher: Bueno muchas gracias Fernanda por aceptar esta segunda entrevista y espero que me siga colaborando para una tercera y última entrevista que pienso hacer y noo muchas gracias

Fernanda: de nada.

Patricia:

Patricia: Buenas tardes, bien

Researcher: bueno buchas gracias por seguir participando en estas entrevistas ehh bueno ahora le voy a hacer unas preguntas , ehh sientes que la presencia de tus compañeros te causa problemas cuando tienes que hacer una presentación oral?

Patricia: Pues muchas veces si porque cuando uno se equivoca nuestros compañeros tienden a burlarse de uno, eso causa mucha incomodidad.

Researcher: y te preocupa mucho recibir una mala nota en una presentación oral?

Patricia: si claro, porque le baja el promedio a uno en las notas y también porque sientes que tu esfuerzo estudiando la presentación no valió la pena.

Researcher: y que pasa cuando el profesor no te da feedback de tu presentación oral? Como te sientes cuando esto pasa

Patricia: Muchas veces uno se siente que seguro pero a veces uno piensa, no soy perfecto por que el profesor no me corrigió entonces cada vez que comete ese error lo voy a seguir haciendo porque igual no tuve ni una corrección.

Researcher: y cuando el docente toma notas cuando tu tienes que hacer una presentación oral eso te causa problemas?

Patricia: si

Researcher: por que?

Patricia: porque ósea, sientes intriga si te esta calificando bien, o mal.

Researcher: Bueno, y el profesor te anima a hablar en ingles cuando lo tienes que hacer?

Patricia: si, yo tengo una muy buena profesora y me ha ayudado mucho.

Researcher: y que pasa cuando el docente te corrige pronunciación mientras estas haciendo la presentación oral?

Patricia: Pues me ha pasado que me desconcentro cuando eso pasa.

Researcher: Bueno muchas gracias patricia por seguir participando en estas entrevistas y pues no, espero que sigas participando en una tercera, muchas gracias por todo.

Patricia: ok

Andrés:

Researcher: Bueno, buenas tardes Andrés

Andrés: Buenas tardes

Researcher: Muchas gracias por seguir participando en estas entrevistas ehh .. bueno la primera pregunta es: Sientes que la presencia de tus compañeros te causa problema cuando tienes que hacer una presentación oral?

Andrés: no me causa mucho problema

Researcher: Por que no le causa problema?

Andrés: no porque yo debo intentar hablar frente a un publico.. pues algunas veces cuando algunos se burlan n o se .. o siento miedo a equivocarme y que se burlen.

Researcher: Andrés te preocupa mucho recibir una mala nota en una presentación oral?

Andrés: si

Researcher: y por que?

Andrés: por el promedio

Researcher: que pasa cuando el profesor no da feedback de tu presentación oral?

Andrés: emmm..

Researcher: Como te sientes?

Andrés: Siento que no, no estoy enterado de mis errores y de lo que he aprendido, la nota que tengo.

Researcher: Cuando el docente toma notas mientras tu tienes que hacer una presentación oral , eso te causa problemas?

Andrés: no

Researcher: El profesor te anima a hablar en Ingles cuando lo tienes que hacer?

Andrés: si me da unas pistas y me dice que hable

Researcher: y que pasa cuando en docente te corrige pronunciación mientras estas haciendo la presentación oral?

Andrés: pues algunas veces me siento mal pero creo que es para mí bien, ahí es donde en esas falencias debe aprender más.

Researcher: Bueno muchas gracias Andrés por aceptar esta invitación a participar en estas entrevistas y pues no en el futuro para que me siga colaborando con una última entrevista, bueno muchas gracias.

Andrés: Bien

Appendix: 8

Transcription 3

Daniela:

Researcher: Buenas tardes Daniela, gracias por aceptar esta tercer entrevista

Daniela: Buenas tardes

Researcher: Bueno ahora vamos con la primera entrevista: ¿ Cuando vas a hablar en Ingles sientes temor a equivocarte?

Daniela: Ehh.. si, a veces porque se me olvidan las ideas .. emm.. me confundo y pues ..

Researcher: ahh bueno.. y cuando has preparado una presentación oral y el resultado que obtienes no es el que esperabas como te sientes?

Daniela: Ehh.. me siento mal porque me pongo a pensar que .. en que falle y cuales son mis errores y pues si me siento mal.

Researcher: Bueno y que haces para mejorar tus habilidades de producción oral?

Daniela: Ehh.. practicar.. ehhe cualquier texto, canciones

Researcher: y al momento de hablar en ingles tienes problemas por falta de vocabulario y estructuras gramaticales?

Daniela: si bastante, mas que todo por falta de vocabulario

Researcher: y haces uso de la lengua materna para hablar en una lengua extranjera?

Daniela.: si la mayoría de veces

Patricia:

Researcher: Buenas tardes patricia gracias por aceptar esta tercer entrevista

Patricia: Buenas tardes

Researcher: Bueno cuando vas a hablar en Ingles sientes temor a equivocarte?

Patricia: eh si claro que si, mas que todo cuando hablo en publico porque eh.. me confundo y tiendo siempre a equivocarme.

Researcher: y cuando has preparado una presentación oral y el resultado que obtienes no es el que esperabas como te sientes?

Patricia: ehh.. pues decepcionada y pienso que lo que hago no es suficiente para que las cosas me salgan bien

Researcher: emmm.. y que haces para mejorar tus habilidades de producción oral?

Patricia: est ehh no se pues escuchar musuca en ingles y ver videos

Researcher: y al momento de hablar en ingles tienes problemas por falta de vocabulario y estructuras gramaticales?

Patricia: Si.. si la mayoría de veces si, si todo el tiempo mejor dicho

Researcher: y haces por ejemplo haces uso de la lengua materna para hablar en una lengua extranjera?

Patricia: si porque pues casi siempre me he acostumbrado a pensar primero en español para luego hablar en ingles

Andres:

Researcher: Buenas tardes Andrés

Andrés: muchas

Researcher: Gracias por participar en esta tercer entrevista. Bueno cuando vas a hablar en ingles sientes temor a equivocarte Andrés?

Andrés: pues si en alguna palabras porque no las pronuncio bien

Researcher: bueno y cuando has preparado una presentación oral y el resultado que obtienes no es el que esperabas como te sientes?

Andrés: pues me siento mal porque de pronto pienso que me equivoque pero no esperaba esa nota tan bajita , esperaba algo mejor

Researcher: y que haces para mejorar tus habilidades de producción oral?

Andrés: que hago? me pongo a leer, a leer libros a tratar de pronunciar mejor los errores que he cometido

Researcher: y al momento de hablar en Ingles tienes problemas por falta de vocabulario y estructuras gramaticales?

Andrés: por falta de vocabulario si, algunas palabras no tengo mucho vocabulario y en gramatica también me equivoco algunas veces

Researcher: y haces uso de la lengua materna para hablar en la lengua extranjera?

Andrés: si, pienso primero en español, tengo ideas en español y después si las digo en Ingles.

Appendix: 9

| Observational Protocol | | | |
|--|---|---|--|
| Date : April 08 2011 Place : ISER Class time: Observation time: 40 minutes Observational Role : Non participant interviewer Observed Event : Second Semester classroom Students' level: A2 Class topic: The infidelity | | | |
| PARTICIPANTS | DESCRIPTIONS | COMMENTS | PERSONAL REFLECTION |
| Daniela | Although she had some problems of pronunciation and lack of vocabulary, she participated in the class when the teacher asked her questions about the infidelity. However, when the teacher corrected her mistakes of pronunciation, it caused her problems because she stopped talking. Right away, the teacher asked her other questions but she did not answer. | When the teacher corrected her while she was talking, it caused her difficulties because she stopped talking. | Some factors seem affect the learners' oral production such as nervousness, lack of vocabulary and teacher correction in an inappropriate time. This observation was good because it helped to identify these factors. |
| Fernanda | She participated in a passive way, and she tried to talk all the time in the activity. She made some mistakes but the teacher did not correct her and she continued talking. | She did not have problems at the moment of speaking in English probably because the teacher did not grade. | |
| Andres | He started talking when the teacher asked some questions and he had some problems in pronunciation. Besides, he did some pauses and it seems due to lack of vocabulary. | He participated actively during the activity although he had some problems in pronunciation and vocabulary. | |
| | | | |

Appendix 10

| Observational Protocol II | | | |
|---|--|--|---|
| Date : May 16 th 2011 Place : RL 202 Class time: 5 pm Observation time: 40 minutes Observational Role : Non participant interviewer Observed Event : Second Semester classroom Students' level: A2 Class topic: use of irregular verbs with the present perfect. | | | |
| PARTICIPANTS | DESCRIPTIONS | COMMENTS | PERSONAL REFLECTION |
| Daniela | She had some problems when the native speaker asked her questions because she hesitated and she did not know how to answer them. After the native speaker asked her other questions again, but she did understand him so he had to repeat her several times in order to she understood. When she understood the question, she hesitated and made some pauses to answer the question. | She probably has problems of listening comprehension because she had not understood the question. It seems cause her nervousness specially when the native speaker encouraged her by repeating the question. Likewise, it seems that other factors affected her performance such as risk taking and anxiety. | This observation was so relevant because it helped me to identify some factors that interfere in the participants' performance. |
| Patricia | She had the same problem that Daniela because the native speaker had to repeat her the questions several times in order to she understood. Besides when she finally understood the question she made some pauses to answer it | The lack of vocabulary, grammar structures, nervousness, anxiety and risk taking seem affect her performance when she spoke in English. | |
| Andres | He did not have problems in understanding and answering the questions that the native speaker asked him. However, when he answered the questions he made a lot of pauses, probably because he wanted avoid .makes mistakes. | The factor that seem affect his performance at the moment of talking in English is the interference of the mother language because probably he thinks in Spanish to then talking in English. | |

Appendix 11

| MATRIZ | OBSERVATION | 1ST INTERVIEW | 2ND INTERVIEW |
|---------------------|--|---------------------------------|---------------------------------|
| SIMILARITIES | <p>It is important to stay that the instruments used, enabled me to gather useful data.</p> <p>In the two interviews the questions were understandable and it helped the participants to talk a lot about the phenomenon. Besides, they felt comfortable to participate in them.</p> <p>Regarding the participants' answers in the interviews and their performances while they participated orally in the classes, I could find some similarities for example, in the observations I saw that Daniela and Patricia had difficulties at the moment of doing an oral presentation. I could contrast this aspect with the interviews because they told me that they feel nervous while they have to do an oral presentation. Another important aspect that I could see in the observations was the bad influence that the teacher causes on the students at the moment of correcting them while they are doing an oral presentation. In the interviews, Daniela, Patricia and Fernanda said that when the teacher does that, it causes them nervous and does that they forget what they were going to say. Moreover, another important thing that I could notice in the interviews was that all the students feel good studying foreign languages.</p> | | |
| DIFFERENCES | <p>When I conducted the first observations I noticed that Fernanda and Andres looked nervous at the moment of doing an oral presentation, but in the last two ones they looked comfortable and it seems due to the environment where they were because in the first observations the teacher was grading them and in the last ones the teacher was not grading them.</p> <p>On the other hand, I observed that some participants looked insecure when they were talking in English. However in the interviews they said that they felt good while they had to do an oral presentation. Likewise, I have noted that when the teacher was taking notes about an oral presentation, it caused that the students got nervous. But Andres and Fernanda stated that it did not cause them problems.</p> <p>Moreover, in the observations I saw that some classmates laughed at their classmates when these made mistakes. In the interviews Daniela and Patricia said that it affected their performances. However, Fernanda and Andres said that it did not affect them.</p> | | |

Appendix 12

Third Research Report:

This report is based on an interview carried out the third term, in the second semester classroom. The questions were five:

7. ¿Cuándo vas a hablar en inglés sientes temor a equivocarte?
8. ¿Cuándo te has preparado para una presentación oral y el resultado que obtienes no es el que esperabas, cómo te sientes?
9. ¿Qué haces para mejorar tus habilidades de producción oral?
10. ¿Al momento de hablar en inglés tienes problemas por falta de vocabulario y estructuras gramaticales?
11. ¿Haces uso de La lengua materna para hablar en lengua extranjera?

Regarding the first question Daniela answered that sometimes she feels fears because she forgets her ideas and she gets confused. In the second question she answered that she feels bad because she starts thinking about which were her mistakes. In the third question she answered that she practices with texts and song to improve her oral production skills. In the fourth question, Daniela answered that, she has problems at the moment of talking in English due to lack of grammatical structures and vocabulary mainly. In the last question she answered that mostly all the time she uses the mother tongue to speak in English.

In the first question, Patricia answered that she feels fears when she talks in English chiefly when she talks in front of an audience, because she gets confused and she always makes mistakes. In the second question she answered, she feels disappointed and she thinks that what she does is not enough to things go right. In the third question, she said that she listens to music and watches videos. In the fourth question she answered that she has problems at the moment of talking in English all the time. In the last question she answered positively because she is accustoms to think in Spanish to talk in English.

In the first question Andres answered that he feels fear because he does not pronounce some words correctly. In the second question he said that he feels bad because he thinks that he made a mistake but he did not hope a grade so low, he hope something better. In the third questions he answered that he reeds books in order to try to better pronounce the mistakes that he has made. In the fourth questions he said that he has some problems due to lack of vocabulary and grammatical structures. In the last question, he said that he thinks in Spanish to talk in English.

As a way of refection, I could state that some factors such as risk taking, self-esteem, the influence of the mother tongue at the moment of talking in a foreign language and the lack of vocabulary and grammatical structures, seem to interfere in the participants' oral production when they want to express themselves using the foreign language.

| Contrast between Interviews and Observations | | |
|---|---|---|
| Questions | Interviews | Observations |
| 1. ¿Cuánto tiempo has estado estudiando inglés? | <i>Participants have learned English since they joined to the University.</i> | |
| 2. ¿Como te sientes con esta experiencia? | <i>Participants feel good with this experience.</i> | |
| 3. ¿Que es lo que mas te molesta de aprender Ingles? | <p><i>Two participants think that the grammar is what bothers them the most. (Fernanda and Andres)</i></p> <p><i>One participant said: "when I don't understand a topic or I get confused" (Daniela)</i></p> <p><i>One participant said that not to have a good guider to correct her. (Patricia)</i></p> | <p>Grammar structures possibly affected Andre's performance when speaking in L2 because he did pauses trying to use the correct grammar structures. Patricia also had problems with grammar structures when she spoke in English.</p> <p>It seems that Daniela has problems when she was speaking in L2 because she did not understand the questions asked by the native speaker.</p> |
| 4. ¿Piensas que hablar ingles es muy difícil? | <p><i>Three participants think that speaking English is difficult.</i></p> <p><i>Only one participant thinks that speaking English is not difficult. (Patricia)</i></p> | I observed that all participants presented difficulties when they talked in English. |
| 5. ¿Qué pasa cuando no has preparado la presentación oral? | <p><i>One participant said that she feels nervous when she has not prepared an oral presentation (Daniela).</i></p> <p><i>Two participants said that they have to improvise (Fernanda and Andres).</i></p> <p><i>One participant said that she feels insecurity to be wrong. (Patricia)</i></p> | <p>It seemed that Daniela got nervous while she was speaking using the foreign language.</p> <p><i>Nervousness or risk taking seemed to affect the Patricia's performance.</i></p> |
| 6. ¿Sientes que la presencia de tus compañeros te causa problemas cuando tienes | <i>Two participants think that sometimes the presence of their classmates cause difficulties when doing oral presentations because they laugh at them when they make mistakes in oral presentations. (Daniela, Patricia)</i> | <p>Some classmates laughed at Daniela and Patricia when they made mistakes in the oral presentation.</p> <p>The present of the classmates did not cause any problem on two participants. (Fernanda and Andres)</p> |

| | | |
|---|---|--|
| que hacer una presentación oral? | <i>Two interviewees said that the presence of their classmates do not cause any problem when doing an oral presentation. (Fernanda and Andres)</i> | |
| 7. ¿Te preocupa mucho recibir una mala nota de tu presentación oral? | <i>All the participants worry about getting a bad grade of an oral presentation because they are focus on their averages.</i> | |
| 8. ¿Y qué pasa cuando el profesor no te da un feedback de tu presentación oral? Como te sientes? | <i>All the participants said that they feel worried about it because it is important to know which were their mistakes.</i> | |
| 9. ¿Cuando el docente toma notas mientras tú tienes que hacer una presentación oral eso te causa problemas? | <i>Three participants said that when the teacher takes notes at the moment of doing an oral presentation, it causes them problems such as nervous, and intrigue. Only one participant answered that this does not cause any problem on his performance.(Andres)</i> | |
| 10. ¿El profesor te anima a hablar en inglés cuando lo tienes que hacer? | <i>All the participants said that the teacher encourages when they to talk in English.</i> | The teacher encouraged students to speaking in English by repeating them the questions in different ways. |
| 11. ¿Y qué pasa cuando en docente te corrige pronunciación mientras estas haciendo la presentación oral? | <i>Three participants lose concentration and feel bad when it happens.(Daniela, Patricia, Andres) One participant said that it get her more nervous. (Fernanda)</i> | <i>One participant (Daniela) had difficulties when the teacher corrected her while she was talking in English. The teacher's correction did not seem to cause any problem on Fernanda's performance.</i> |
| ¿Cuándo vas a hablar en | <i>Two the participants said that they feel fear to make a</i> | Daniela, Andres and Patricia had any difficulty in speaking |

| | | |
|---|--|--|
| Ingles sientes temor a equivocarte? | <i>mistake when speaking in English because they forget the ideas and get confused. (Daniela, Patricia)</i> <i>One participant said that he feels fear to make a mistake when speaking in English because he does not pronounce correctly some words.(Andres)</i> | in English freely but Fernanda did not have this problem since she spoke generously when the teacher asked questions to the group. |
| ¿Cuando has preparado una presentación oral y el resultado que obtienes no es el que esperabas como te sientes? | <i>All the participants feel bad and let down when it happens.</i> | |
| ¿Y qué haces para mejorar tus habilidades de producción oral? | <i>Two participants listen to music to music and watch video to improve their speaking skills.</i> <i>One participant reads books trying to pronounce better</i> | |
| ¿Al momento de hablar en Ingles tienes problemas por falta de vocabulario y estructuras gramaticales? | <i>All the participants said that they have difficulties when speaking in English due to lack of vocabulary and grammar structure.</i> | I observed that all the participants presented problems such as grammar structures, lack of vocabulary and pronunciation. |
| ¿Y haces uso de la lengua materna para hablar en la lengua extranjera? | <i>All the participants make use of the mother tongue to speak in English.</i> | It seems that all the participants make use of the mother tongue to speak in English because they made a lot of pauses (remained quite) to do it. |